

English Language Proficiency Standards

STANDARD 1: English Language Learners will listen to English acquire language, comprehend and interpret meaning, and respond appropriately in basic interpersonal and academic contexts.

Topic A: Listening/Listening Comprehension

Indicator 1: Demonstrate comprehension of a variety of oral instructions, questions, and prompts.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
Pre K – 1	a. Respond appropriately to basic classroom commands, such as, “Stand up. Sit down.”	a. Respond appropriately to basic classroom commands, such as, “Line up. Put on your coat.”	a. Respond appropriately to classroom commands containing simple language structures, such as, “Open your book. Close the door.”	a. Respond appropriately to classroom commands containing simple language structures, such as, “Draw a circle. Bring me the crayons.”	a. Respond appropriately to classroom commands containing more complex language structures, such as, “Label the animals in your picture using a word wall.”
	b. Respond to simple one-step verbal instructions to participate in activities and/or complete academic tasks, such as, “Cut out the circle.”	b. Respond to simple one-step verbal instructions to participate in activities and/or complete academic tasks, such as, “Cut out the circle.”	b. Follow one to two step verbal instructions to participate in activities and/or academic tasks, such as, “Cut out the circle and draw a square in the middle.”	b. Follow one to two step verbal instructions to participate in activities and/or academic tasks, such as, “Cut out the circle and draw a square in the middle.”	b. Follow multi-step verbal instructions to participate in activities and complete academic tasks, such as, “Draw a circle. Draw a triangle on top of the circle. Draw different shapes to make a face.”
	c. Respond appropriately to yes/no questions that have simple language structures using words or phrases, such as, “Does the boy have a pencil?”	c. Respond appropriately to yes/no questions that have simple language structures using word or phrases, such as, “Does the boy have a pencil?”	c. Respond appropriately to a variety of factual choice questions that have simple language structures, such as, “Is the book red or blue?”	c. Respond appropriately to a variety of factual choice questions that have simple language structures, such as, “Is the book red or blue?”	c. Respond appropriately to a variety of factual and inferential questions that have complex language structures.

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GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
2 — 3	<p>a. Respond appropriately to simple one-step instructions given orally in short phrases with visual support, such as, “Write your name.”</p> <p>b. Respond appropriately to factual yes/no and choice questions that have simple language structures, such as, “Is it full or is it empty?”</p>	<p>a. Respond appropriately to one-step instructions given orally in simple sentences with visual support, such as, “Circle the picture of the caterpillar.”</p> <p>b. Respond appropriately to a variety of factual questions that have simple language structures, such as, “Which picture shows a pattern?”</p>	<p>a. Respond appropriately to one- or two-step instructions given orally in simple or compound sentences with some visual support, such as, “Measure the sides and add them to find the perimeter.”</p> <p>b. Respond appropriately to a variety of factual and inferential questions that have simple language structures, such as, “Why do people travel?”</p>	<p>a. Respond appropriately to multi-step instructions given orally in simple, compound, or complex sentences with some visual support, such as, “Write a paragraph with a topic sentence and two details.”</p> <p>b. Respond appropriately to a variety of factual and inferential questions that have some complex language structures, such as, “What is a job you would you like to have?”</p>	<p>a. Respond appropriately to multi-step instructions given orally in simple, compound, or complex sentences, such as, “When you finish the word problems, compare your answers with a partner and correct any mistakes.”</p> <p>b. Respond appropriately to a variety of factual and inferential questions that have complex language structures, such as, “If...hadn’t listened to his father’s advice, how might the story have ended?”</p>
4 — 5	<p>a. Respond appropriately to simple one-step instructions given orally in short phrases with visual support, such as, “Open your book.”</p> <p>b. Respond appropriately to factual yes/no and choice questions that have simple language structures, such as, “Is this a river or a lake?”</p>	<p>a. Respond appropriately to one-step instructions given orally in simple sentences with visual support, such as, “Find three triangle shapes in the room.”</p> <p>b. Respond appropriately to a variety of factual questions that have simple language structures, such as, “Where do fish live?”</p>	<p>a. Respond appropriately to one- or two-step instructions given orally in simple or compound sentences with some visual support, such as, “Write your name on the paper and number one to ten.”</p> <p>b. Respond appropriately to a variety of factual and inferential questions that have simple language structures, such as, “What will happen next?”</p>	<p>a. Respond appropriately to multi-step instructions given orally in simple, compound, or complex sentences with some visual support, such as, “Turn to your partner and describe your favorite character. Give reasons why.”</p> <p>b. Respond appropriately to a variety of factual and inferential questions that have some complex language structures, such as, “What might happen during a storm?”</p>	<p>a. Respond appropriately to multi-step instructions given orally in simple, compound, or complex sentences, such as, “After you have read the chapter, work with your partner to complete the timeline.”</p> <p>b. Respond appropriately to a variety of factual and inferential questions that have complex language structures, such as, “What would have happened if she hadn’t found her brother when she did?”</p>

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English Language Proficiency Standards

STANDARD 1: English Language Learners will listen to English acquire language, comprehend and interpret meaning, and respond appropriately in basic interpersonal and academic contexts.					
Topic A: Listening/Listening Comprehension					
Indicator 2: Demonstrate comprehension of vocabulary presented orally and in context.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
Pre K – 1	a. Identify some of the most common vocabulary used for basic interpersonal and classroom communication, presented with visual support and repetition, such as names of colors and classroom objects: red, blue, green, or door, desk book, wall.	a. Identify most common vocabulary used for basic interpersonal and classroom/school communication, presented with visual support and repetition, such as names of community and school locations as well as activities in those places.	a. Identify a limited range of common vocabulary used for basic interpersonal and classroom/school communication, presented with visual support and repetition, such as words to describe locations, people, and objects: big, small and round.	a. Identify a range of vocabulary used for more complex interpersonal and classroom/school communication, such as prepositions, modifiers and conjunctions: take out your yellow pencil and put it on the desk.	a. Identify a wide range of vocabulary used for more complex interpersonal and classroom/school communication, such as prepositions, modifiers and conjunctions: the boy was not happy when his mother left.
	b. Identify some of the most common vocabulary related to academic concepts and processes, presented with visual support and repetition, such as farm animals and community members.	b. Identify most common vocabulary related to academic concepts and processes, presented with visual support and repetition, such as three cats plus two dogs equals five animals.	b. Identify a limited range of the common vocabulary related to academic concepts and processes, presented with visual support, such as who is the first character in the story?	b. Identify a range of vocabulary related to academic concepts and processes, presented, such as how are a dog and cat alike or different?	b. Identify a wide range of vocabulary related to academic concepts and processes, presented, such as did the story answer your prediction? Why?
	c. Recognize some of the most common word structures and use it to determine meaning, such as the plural “s.”	c. Recognize the most common word structures and use it to determine meaning, such as changes in common regular past tense verbs: played, jumped, and danced.	c. Recognize a limited range of word structures and use it to determine meaning, such as commonly used irregular past tense verbs: went, did, saw, and wrote.	c. Recognize a range of word structures and use it to determine meaning, such as commonly used contractions: can’t, don’t, and won’t.	c. Recognize a wide range of word structures and use it to determine meaning, such as comparatives and superlatives: -er/-est.
	d. Recognize some of the most common relationships/categories and use to determine meaning of basic words, such as colors, shapes, and numbers.	d. Recognize the most common relationships/categories and use to determine meaning of words, such as common antonyms: big/small and tall/short.	d. Recognize a limited range of relationships/categories and use to determine meaning, such as common synonyms: little/small.	d. Recognize a range of relationships/categories and use to determine meaning, such as common homophones: pear/pair.	d. Recognize a wide range of relationships/categories and use to determine meaning, such as words with multiple meanings: <u>group</u> of students/ <u>group</u> the shapes by color.

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			e. Demonstrate comprehension of a few commonly used idiomatic expressions.*1	e. Demonstrate comprehension of some commonly used idiomatic expressions.*1	e. Demonstrate comprehension of many commonly used figurative language and idiomatic expressions.*1
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Indicator 2: Demonstrate comprehension of vocabulary presented orally and in context.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
2 — 3	a. Identify some of the most common vocabulary used for basic interpersonal and classroom communication, presented with visual support and repetition, such as names of colors and classroom objects.	a. Identify a limited range of common vocabulary used for basic interpersonal and classroom/school communication, presented with visual support and repetition, such as names of school locations and activities.	a. Identify a range of vocabulary used for interpersonal and classroom/school communication, such as words to describe locations, people, and objects.	a. Identify a wide range of vocabulary used for more complex interpersonal and classroom/school communication, such as modifiers, prepositions, and conjunctions.	a. Identify a wide range of vocabulary used for more complex and detailed interpersonal and classroom/school communication, such as transitional words and adverbs.
	b. Identify some of the most common vocabulary related to academic concepts and processes, presented with visual support and repetition, such as story or question.	b. Identify a limited range of common vocabulary related to academic concepts and processes, presented with visual support and repetition, such as label or character.	b. Identify vocabulary related to some key academic concepts and processes, presented with some visual support, such as sequence or text features.	b. Identify vocabulary related to some key grade-level academic concepts and processes, such as compare or character trait.	b. Identify vocabulary related to key grade-level academic concepts and processes, such as evaluate or persuade.
	c. Recognize word structure and use it to determine meaning of words, such as plural “s” and –ing verb endings.	c. Recognize word structure and use it to determine meaning of words, such as commonly used contractions.	c. Recognize word structure and use it to determine meaning of words, such as common compound words and basic comparative/ superlative forms of words: -er/-est.	c. Recognize word structure and use it to determine meaning of words, such as varied comparative and superlative forms of words: more/most helpful.	c. Recognize word structure and use it to determine meaning of words, such as grade-appropriate root words, prefixes and suffixes: tie/untie.
	d. Recognize word relationships and categories and use to determine the meaning of words, such as names of colors, numbers, and seasons.	d. Recognize word relationships and categories and use to determine the meaning of words, such as common antonyms: hot/cold and big/little.	d. Recognize word relationships and categories and use to determine the meaning of words, such as synonyms: difficult/hard.	d. Recognize word relationships and categories and use to determine the meaning of words, such as common homophones: sum/some.	d. Recognize word relationships and categories and use to determine the meaning of words, such as familiar words with multiple meanings: bat, steps.
	e. Demonstrate comprehension of a few commonly used idiomatic expressions, such as to tell a story or tell the truth.	e. Demonstrate comprehension of some commonly used idiomatic expressions, such as it doesn’t matter.	e. Demonstrate comprehension of many commonly used idiomatic expressions, such as he’s coming along.	e. Demonstrate comprehension of many commonly used idiomatic expressions and some figurative language, such as to come and go.	e. Demonstrate comprehension of most idiomatic expressions and figurative language, such as her heart was racing.

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Indicator 2: Demonstrate comprehension of vocabulary presented orally and in context.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
4 — 5	<p>a. Identify some of the most common vocabulary used for basic interpersonal and classroom communication, presented with visual support and repetition, such as names of classroom resources or months of the year.</p> <p>b. Identify some of the most common vocabulary related to academic concepts and processes, presented with visual support and repetition, such as map or answer.</p> <p>c. Recognize word structure and use it to determine meaning of words, such as plural “s” and –ing verb endings.</p> <p>d. Recognize word relationships and categories and use to determine the meaning of words, such as names of shapes, countries, or living things.</p> <p>e. Demonstrate comprehension of a few commonly used idiomatic expressions, such as to tell time.</p>	<p>a. Identify a limited range of common vocabulary used for basic interpersonal and classroom/ school communication, presented with visual support and repetition, such as words to describe the procedure in a fire drill.</p> <p>b. Identify a limited range of common vocabulary related to academic concepts and processes, presented with visual support and repetition, such as map key or text.</p> <p>c. Recognize word structure and use it to determine meaning of words, such as commonly used contractions: can’t or don’t.</p> <p>d. Recognize word relationships and categories and use to determine the meaning of words, such as action words or words used to describe.</p> <p>e. Demonstrate comprehension of some commonly used idiomatic expressions, such as to tell apart.</p>	<p>a. Identify a range of vocabulary used for interpersonal and classroom/school communication, such as words to compare the traits and preferences of two students.</p> <p>b. Identify vocabulary related to some key academic concepts and processes, presented with some visual support, such as locate, diagram, or detail.</p> <p>c. Recognize word structure and use it to determine meaning of words, such as common compound words and basic comparative/superlative forms of words: faster, fastest.</p> <p>d. Recognize word relationships and categories and use to determine the meaning of words, such as common antonyms and synonyms.</p> <p>e. Demonstrate comprehension of many commonly used idiomatic expressions, such as to come across as...</p>	<p>a. Identify a wide range of vocabulary used for more complex interpersonal and classroom/school communication, such as common conjunctions and prepositions.</p> <p>b. Identify vocabulary related to some key grade-level academic concepts and processes, such as contrast, explain or narrator.</p> <p>c. Recognize word structure and use it to determine meaning of words, such as varied comparative and superlative forms of words: more/most intelligent.</p> <p>d. Recognize word relationships and categories and use to determine the meaning of words, such as common homophones: hear/here or meet/meat.</p> <p>e. Demonstrate comprehension of many commonly used idiomatic expressions and some figurative language, such as to have enough (of).</p>	<p>a. Identify a wide range of vocabulary used for more complex and detailed interpersonal and classroom/school communication, such as transitional words, quantifiers, and adverbs.</p> <p>b. Identify vocabulary related to key grade-level academic concepts and processes, such as evaluate, persuade, or summarize.</p> <p>c. Recognize word structure and use it to determine meaning of words, such as grade-appropriate root words, prefixes and suffixes: tell/retell and help/helpful.</p> <p>d. Recognize word relationships and categories and use to determine the meaning of words, such as familiar words with multiple meanings: table or play.</p> <p>e. Demonstrate comprehension of most idiomatic expressions and figurative language, such as the wind howled through the night.</p>

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STANDARD 1: English Language Learners will listen to English acquire language, comprehend and interpret meaning, and respond appropriately in basic interpersonal and academic contexts.

Topic A: Listening/Listening Comprehension

Indicator 3: Comprehend and apply content information presented orally.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
Pre K – 1	<ul style="list-style-type: none"> a. Listen to and identify the key concepts presented through a variety of media, such as audiotape, video and CD. b. Demonstrate comprehension of content information by using non-verbal behavior, such as using pictures, sequence events of a story heard orally or identify characters. c. Identify the topic of material presented orally, such as read-aloud and oral presentation. 	<ul style="list-style-type: none"> a. Listen to and identify the key concepts presented through a variety of media, such as audiotape, video and CD. b. Demonstrate comprehension of content information by using non-verbal behavior, such as using pictures, sequence events of a story heard orally or identify characters. c. Identify the topic and some details of material presented orally, such as read-aloud and oral presentation. 	<ul style="list-style-type: none"> a. Listen to and interpret meaning presented through a variety of media, such as audiotape, video and CD. b. Demonstrate comprehension of content information by rephrasing in short sentences, such as retell a story heard orally using words, phrases and simple sentences. c. Identify the topic and some details of material presented orally, such as read-aloud and oral presentation and apply it to accomplish a task. 	<ul style="list-style-type: none"> a. Listen to and interpret meaning presented through a variety of media, such as audiotape, video and CD. b. Demonstrate comprehension of content information by rephrasing in short sentences, such as retell a story heard orally using words, phrases and simple sentences. c. Identify the topic and most details of material presented orally, such as read-aloud and oral presentation and apply it to accomplish a task. 	<ul style="list-style-type: none"> a. Listen to and interpret meaning presented through a variety of media, such as audiotape, video and CD. b. Demonstrate comprehension of content information by rephrasing in longer sentences, such as retell a story heard orally using complex sentences and give main ideas with details. c. Identify the topic and most details of material presented orally, such as read-aloud and oral presentation and apply it to accomplish a task.
2 — 3	<ul style="list-style-type: none"> a. Demonstrate limited comprehension of information and stories presented by a speaker in short, simple sentences and with visual support, such as point to characters of a short story read aloud. b. Use information presented orally with visual support, simplified language, and repetition to accomplish a simple task, such as draw a picture of a favorite part of a story read aloud. 	<ul style="list-style-type: none"> a. Demonstrate basic comprehension of information and stories presented by a speaker, in simplified language and with visual support, such as retell parts of a story read aloud. b. Use information presented orally with visual support, simplified language, and repetition to accomplish a task, such the teacher's directions to create a picture using geometric figures. 	<ul style="list-style-type: none"> a. Demonstrate basic comprehension of information or a story presented by a speaker or multimedia, such as order the stages of the life cycle of a butterfly after watching a video. b. Use information presented orally with some visual support to accomplish a task, such as retell main ideas from a play presented on video. 	<ul style="list-style-type: none"> a. Demonstrate general comprehension of the main idea and details of information or a story presented by a speaker or audio-visual media with some visual support, such as complete a topic/details graphic organizer. b. Use information presented orally to accomplish a task, such as draw and label a picture based on a verbal description by the teacher. 	<ul style="list-style-type: none"> a. Demonstrate complete comprehension of the topic and details of information or a story presented by a speaker or audio-visual media, such as summarize an oral presentation. b. Use information presented orally to accomplish a task, such as give feedback after listening to a peer read aloud a poem.

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Indicator 3: Comprehend and apply content information presented orally.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
4 — 5	<p>a. Demonstrate limited comprehension of information and stories presented by a speaker in short, simple sentences and with visual support, such as ordering pictures to sequence the events of a story read aloud.</p> <p>b. Use information presented orally with visual support, simplified language, and repetition to accomplish a simple task.</p>	<p>a. Demonstrate basic comprehension of information and stories presented by a speaker, in simplified language and with visual support, such as retelling parts of a narrative read aloud.</p> <p>b. Use information presented orally with visual support, simplified language, and repetition to accomplish a task, such as label a diagram based on a verbal description by the teacher.</p>	<p>a. Demonstrate basic comprehension of information or a story presented by a speaker or multi-media, such as by numbering the steps of a procedure presented through video.</p> <p>b. Use information presented orally with some visual support to accomplish a task, such as listen to directions for logging on to the computer and then explain them to classmates.</p>	<p>a. Demonstrate general comprehension of the main idea and details of information or a story presented by a speaker or audio-visual media with some visual support, such as identifying the topic and supporting details of an oral presentation.</p> <p>b. Use information presented orally to accomplish a task, such as solve math story problems read aloud.</p>	<p>a. Demonstrate complete comprehension of the topic and details of information or a story presented by a speaker or audio-visual media, such as summarizing a presentation by a class guest speaker.</p> <p>b. Use information presented orally to accomplish a task, such as summarize the facts of a news report.</p>

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Topic A: Listening/Listening Comprehension					
Indicator 4: Listen to participate in conversations and discussions on a variety of topics.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
Pre K – 1	<p>a. Respond appropriately to everyday greetings and other basic social interactions.</p> <p>b. Listen and identify the speaker’s message using non-verbal behavior. *K/1</p> <p>c. Demonstrate comprehension of a one-on one discussion about basic interpersonal topics.</p>	<p>a. Respond appropriately to everyday greetings and other basic social interactions.</p> <p>b. Listen and identify the speaker’s message using non-verbal behavior. *K/1</p> <p>c. Demonstrate comprehension of a one-on one discussion about basic interpersonal topics.</p>	<p>a. Respond appropriately to everyday greetings, some invitations or other social interactions.</p> <p>b. Listen to interpret, and evaluate the speaker’s message and state in words, phrases, and simple sentences. *K/1</p> <p>c. Demonstrate comprehension of the topic/main idea of some group discussion about basic interpersonal and some academic topics.</p>	<p>a. Respond appropriately to everyday greetings, some invitations or other social interactions.</p> <p>b. Listen to interpret, and evaluate the speaker’s message and state in words, phrases, and simple sentences. *K/1</p> <p>c. Demonstrate comprehension of the topic/main idea of some group discussion about basic interpersonal and some academic topics.</p>	<p>a. Respond appropriately to most greetings, invitations or other social interactions.</p> <p>b. Listen to interpret and evaluate the speaker’s message and state in complete sentences *K/1</p> <p>c. Demonstrate comprehension of the topic/main idea of a group discussion about an academic topic.</p>
2 — 3	<p>a. Demonstrate comprehension of everyday greetings, leave-takings, and other routine social interactions, such as hello, how are you, fine and thank you.</p> <p>b. Listen to identify the topic and a few details of speaker’s message, given visual support, such as listen to identify the names of characters in a story.</p>	<p>a. Demonstrate comprehension of routine social interactions and brief one-on-one conversations about familiar topics, such as a favorite animal.</p> <p>b. Listen to identify the topic and some details of a speaker’s message, given visual support, such as participate in a discussion of a story with a partner.</p>	<p>a. Demonstrate comprehension of routine social interactions and one-on-one and small-group conversations about familiar or academic topics.</p> <p>b. Listen to identify the topic, main idea and important details of a speaker’s message, given some visual support, such as listen to identify the main idea of a peer’s oral presentation.</p>	<p>a. Demonstrate comprehension of routine social interactions and one-on-one, small group, and class conversations about familiar or academic topics.</p> <p>b. Listen to identify the topic, main idea, important details, and purpose of a speaker’s message, such as listen to the message of a poem read aloud by a peer.</p>	<p>a. Demonstrate comprehension of routine social interactions and extended one-on-one, small group, and class conversations about varied familiar or academic topics.</p> <p>b. Listen to identify and evaluate a speaker’s message, such as listen to evaluate a peer’s writing in a revision conference.</p>

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Indicator 4: Listen to participate in conversations and discussions on a variety of topics.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
4 — 5	<p>a. Demonstrate comprehension of everyday greetings, leave-takings, and other routine social interactions, such as my name is...It's nice to meet you.</p> <p>b. Listen to identify the topic and a few details of speaker's message, given visual support, such as listen to identify and label the names of the planets in order.</p>	<p>a. Demonstrate comprehension of routine social interactions and brief one-on-one conversations about familiar topics, such as weekend plans.</p> <p>b. Listen to identify the topic and some details of a speaker's message, given visual support, such as listen to a text read-aloud to identify some characteristics of rocks.</p>	<p>a. Demonstrate comprehension of routine social interactions and one-on-one and small-group conversations about familiar or academic topics, such as working in a group to complete a timeline.</p> <p>b. Listen to identify the topic, main idea and important details of a speaker's message, given some visual support, such as listen for details about two persons to complete a Venn diagram.</p>	<p>a. Demonstrate comprehension of routine social interactions and one-on-one, small group, and class conversations about familiar or academic topics, such as participate in a literature-circle discussion.</p> <p>b. Listen to identify the topic, main idea, important details, and purpose of a speaker's message, such as listen to identify the opinion of a speaker in an oral presentation.</p>	<p>a. Demonstrate comprehension of routine social interactions and extended one-on-one, small group, and class conversations about varied familiar or academic topics.</p> <p>b. Listen to identify and evaluate a speaker's message, such as listen to identify the moral of a fable read aloud.</p>

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Topic A: Listening/Listening Comprehension					
Indicator 5: Identify and differentiate pronunciation and intonation patterns to interpret meaning.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
Pre K – 1	<div>a. Hear and distinguish some common phonemes in English.</div> <div>b. Recognize and distinguish a few pronunciation patterns that affect meaning, such as rising or falling intonation in questions and statements.</div>	<div>a. Hear and distinguish most common phonemes in English.</div> <div>b. Recognize and distinguish a few pronunciation patterns that affect meaning, such as rising or falling intonation in questions and statements.</div>	<div>a. Hear and distinguish some phonemes and phonemic patterns (blends) in initial, medial and ending positions in English.</div> <div>b. Recognize and distinguish some pronunciation patterns that affect meaning, such as intonation in questions, statements, and exclamations.</div>	<div>a. Hear and distinguish some phonemes and phonemic patterns (blends) in initial, medial and ending positions in English.</div> <div>b. Recognize and distinguish some pronunciation patterns that affect meaning, such as intonation in questions, statements, and exclamations.</div>	<div>a. Hear and distinguish most phonemes and phonemic patterns in initial, medial and ending positions in English.</div> <div>b. Recognize and distinguish most pronunciation patterns that affect meaning.</div>
2 — 3	<div>a. Hear and distinguish some common phonemes in English.</div> <div>b. Recognize and distinguish a few pronunciation patterns that affect meaning, such as rising or falling intonation in questions and statements.</div>	<div>a. Hear and distinguish most common phonemes in English.</div> <div>b. Recognize and distinguish a few pronunciation patterns that affect meaning, such as intonation in questions, statements, and exclamations.</div>	<div>a. Hear and distinguish some phonemes and phonemic patterns, such as blends, in initial, medial and ending positions in English.</div> <div>b. Recognize and distinguish some pronunciation patterns that affect meaning, such as intonation in questions, statements, and exclamations, and word stress within a sentence.</div>	<div>a. Hear and distinguish some phonemes and phonemic patterns, such as blends or digraphs, in initial, medial and ending positions in English.</div> <div>b. Recognize and distinguish most pronunciation patterns that affect meaning, such as questions, statements, and exclamations, word stress, and syllable stress: thir teen´ vs. thir´ ty.</div>	<div>a. Hear and differentiate most phonemes and phonemic patterns, such as contrasting vowel sounds, in initial, medial and ending positions in English.</div> <div>b. Recognize and distinguish most pronunciation patterns that affect meaning.</div>

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Indicator 5: Identify and differentiate pronunciation and intonation patterns to interpret meaning.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
4 — 5	<p>a. Hear and differentiate some common phonemes in English.</p> <p>b. Recognize and distinguish a few pronunciation patterns that affect meaning, such as rising or falling intonation in questions and statements.</p>	<p>a. Hear and differentiate most common phonemes in English.</p> <p>b. Recognize and distinguish a few pronunciation patterns that affect meaning, such as intonation in questions, statements, and exclamations.</p>	<p>a. Hear and differentiate some phonemes and phonemic patterns, such as blends, in initial, medial and ending positions in English.</p> <p>b. Recognize and distinguish some pronunciation patterns that affect meaning, such as intonation in questions, statements, and exclamations, and word stress within a sentence.</p>	<p>a. Hear and differentiate some phonemes and phonemic patterns, such as blends or digraphs, in initial, medial and ending positions in English.</p> <p>b. Recognize and distinguish most pronunciation patterns that affect meaning, such as questions, statements, and exclamations, word stress, and syllable stress: pro gress´ vs. pro´ gress.</p>	<p>a. Hear and differentiate most phonemes and phonemic patterns, such as contrasting vowel sounds, in initial, medial and ending positions in English.</p> <p>b. Recognize and distinguish most pronunciation patterns that affect meaning.</p>

*K/1- This objective is relevant for Kindergarten and first graders only.

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